



spotlight on VET ITALY

VET in Italy

Vocational education and training (VET) is characterised by multilevel governance with broad involvement of national, regional and local stakeholders. Ministries of education and labour lay down general rules and common principles for the education and training system. Regions and autonomous provinces are in charge of VET programmes and most apprenticeship-type schemes.

Compulsory education lasts 10 years, up to age 16. At age 14 learners make a choice between general education and VET. They have the 'right/duty' (*diritto/dovere*) to stay in education until age 18 to accomplish 12 years of education and/or vocational qualification.

At upper secondary level, the following VET programmes are offered:

- (a) five-year programmes (EQF level 4) at technical schools (*istituti tecnici*) lead to technical education diplomas; at vocational schools (*istituti professionali*) they lead to professional education diplomas. Programmes combine general education and VET, and can also be delivered in the form of alternance training. Graduates have access to higher education;
- (b) three-year programmes (*istruzione e formazione professionale*, IeFP) lead to a vocational qualification (*attestato di qualifica di operatore professionale*; EQF level 3);
- (c) four-year programmes lead to a technician professional diploma (*diploma professionale di tecnico*; EQF level 4).

All upper secondary education programmes are school based, but could be also delivered as apprenticeships (type 1).

There is permeability across VET programmes and also with the general education system. On completion of a three-year vocational qualification, it is possible to attend one additional year leading to a four-year vocational diploma; this allows enrolling in the fifth year of the State education system and sitting the State exam for a general, technical or professional education diploma.

At post-secondary level VET is offered as higher technical education for graduates of five-

year upper secondary programmes or four-year IeFP programmes, who passed entrance exams:

- (a) higher technical education and training courses (*istruzione e formazione tecnica superiore*, IFTS): one year post-secondary non-academic programmes which lead to a high technical specialisation certificate (*certificato di specializzazione tecnica superiore*, EQF level 4);
- (b) higher technical institute programmes (*istituti tecnici superiori*; ITS): two- to three-year post-secondary non-academic programmes which lead to a high-level technical diploma (*diploma di tecnico superiore*, EQF level 5).

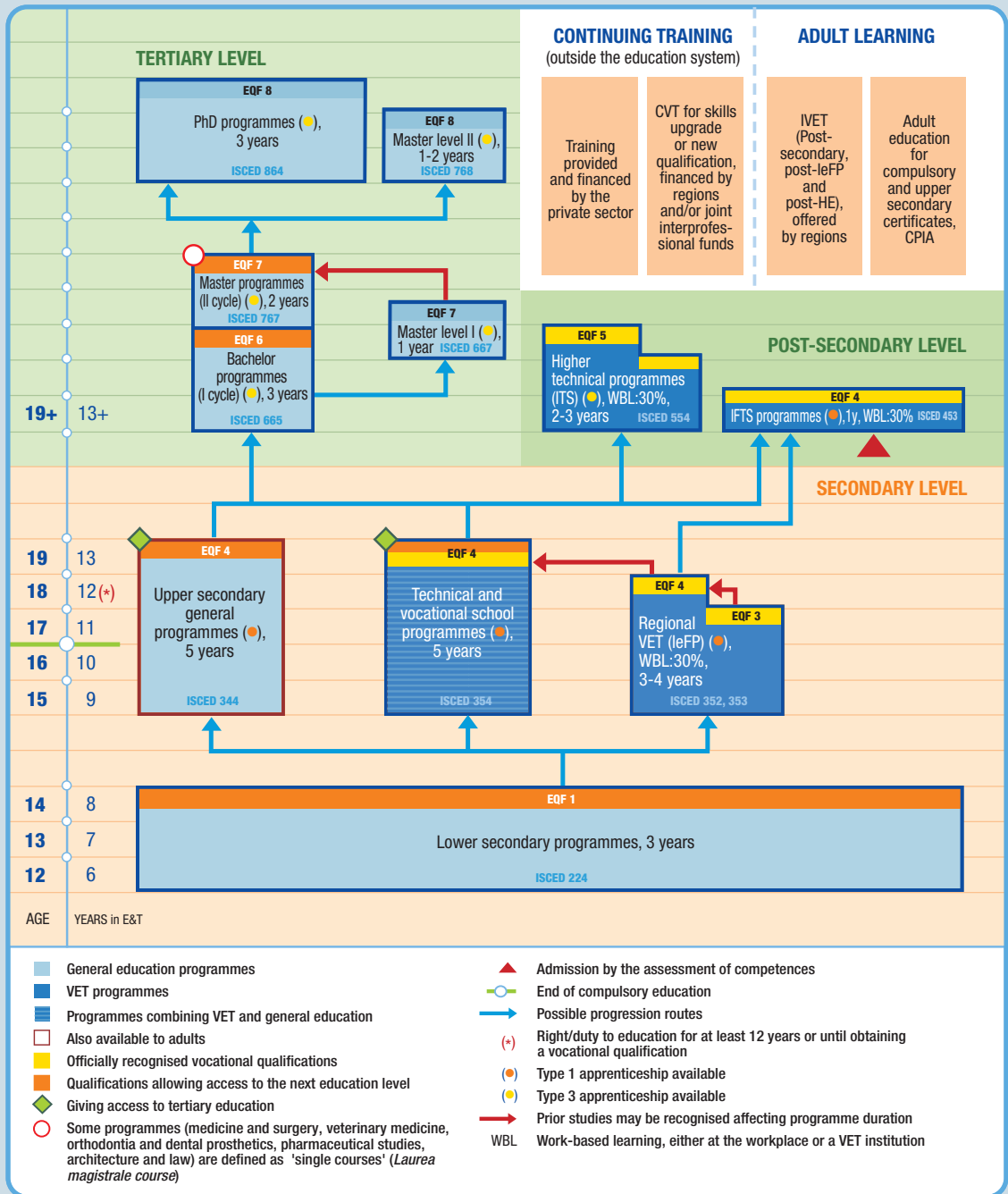
These courses are organised by foundations that represent schools, universities, training centres, enterprises and local bodies.

Apprenticeship is available at all levels and programmes and is always defined as an open-ended employment contract. Type 1 apprenticeship is offered for all programmes at upper secondary level and the IFTS programme. Type 3 apprenticeship (higher training/education apprenticeship) is offered in ITS programmes and all tertiary education level programmes leading to university degrees, HTI diplomas, and doctoral degrees corresponding to the tertiary level. Type 2 apprenticeship does not correspond to any education level, diploma or qualification, but leads to occupational qualifications recognised by the relevant national sectoral collective agreement applied in the hiring company. Type 1 and Type 3 apprenticeships are associated with a formal education and training programme, while Type 2 is not.

VET for adults is offered by a range of different public and private providers. It includes programmes leading to upper secondary VET qualifications to ensure progression opportunities for the low-skilled; these are provided by provincial centres for adult education (*centri provinciali per l'istruzione degli adulti*, CPIA) under the remit of the education ministry.

Continuing vocational training (CVT) to meet enterprise, sectoral and regional needs is supported by joint interprofessional funds managed by the social partners.

VET in Italy's education and training system



NB: ISCED-P 2011.

Source: Cedefop and ReferNet Italy.

Distinctive features of VET

The Italian context is characterised by the presence of multiple institutional players at national and regional levels, in addition to the relevant role of the social partners.

Title V of the Constitution provides for ownership either by the State, the regions or mechanisms for cooperation between the different institutions, in relation to the type of training supply:

- the State establishes general rules and determines the fundamental principles of education;
- the regions have legislative power over VET;
- education falls under the scope of concomitant legislation, except for the autonomy of education institutions.

In light of the interweaving of the different intervention areas, ministries of education and labour and the regions define formal agreements within the State-regions conference. The aim is to define matters of common interest, although at different levels of responsibility.

The implementation of Title V has not yet been completed; this increases the interweaving and the complexity of the different levels of system governance. The areas of activity which primarily apply to the jurisdiction of the education ministry and those which primarily apply to the labour ministry and the regions and autonomous provinces, are to be kept distinct. However, many activities and interventions require consultation between the different institutional players.

Reference should be made to the role of the social partners, who contribute to defining and creating active employment policies, especially in relation to VET (in particular lifelong training).

Challenges and policy responses

National policies are aiming to improve OECD evaluations which indicate that education attainment rates, adult population skills level, and early school leaving still remain significantly below the EU average. Young people, even the high-skilled, have difficulty entering the labour market. There is significant mismatch between skills demanded and supplied in the labour market.

Lifelong learning and adult education systems increasingly interact with the social and economic system. The framework of the main current innovations in the national VET system, promoted both at national and local levels, highlights:

- commitment to update and develop the apprenticeship system;
- reinforcing the experiences of work-based learning and traineeships;
- reorganisation and strengthening of the training supply chain.

The strategies that underpin these innovations aim to:

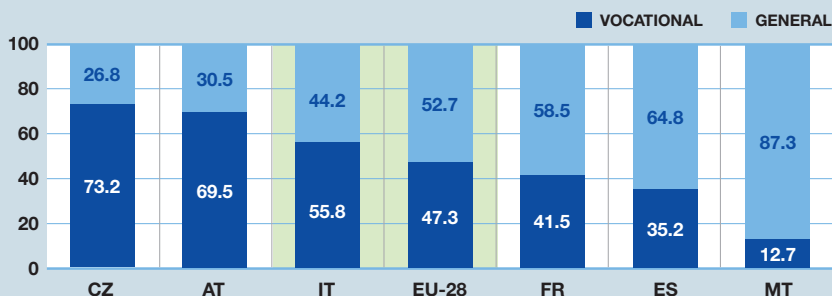
- limit school and training dropout by promoting new, experiential types of learning;
- improve policies for NEET (not in employment, education or training) recovery through short retraining courses, and for people at risk of social exclusion;
- intervene on the critical issues underlined by the OECD, with particular reference to adult skills levels and to early school leaving. The lack of correspondence between trained staff demand and supply and the higher education poor long-term income are among critical issues in labour market and VET mismatch;
- increase the level of student skills, starting from key competences;
- increase the level and quality of public spending on education, particularly for schools, universities and research institutions;
- strengthen teacher and trainer skills with particular reference to development of a learning digital culture;
- accelerate integration between the different levels of lifelong learning system within the framework of the national qualifications system.



Education and training in figures

Upper secondary students (ISCED 2011 level 3) enrolled in vocational and general programmes

% of all students in upper secondary education, 2015

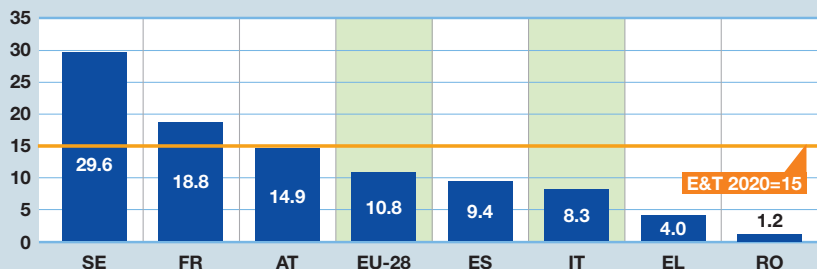


NB: EU-28 value is based on estimated Eurostat values.

Source: Cedefop calculations based on Eurostat, UOE data collection on education systems, date of extraction 8.12.2017.

Lifelong learning

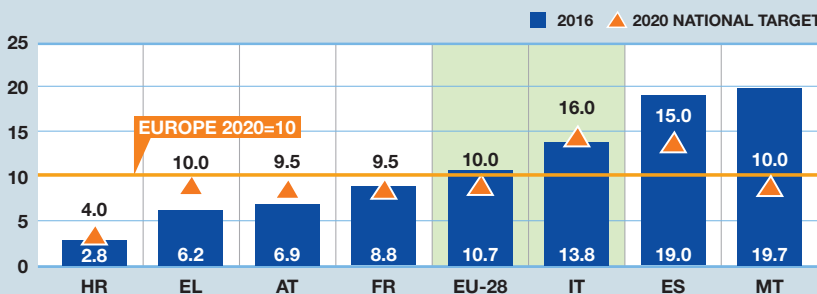
% of population aged 25 to 64 participating in education and training over the four weeks prior to the survey, 2016



Source: Eurostat, EU labour force survey, date of extraction 8.12.2017.

Early leavers from education and training

% of the population aged 18 to 24 with at most lower secondary education and who were not in further education or training during the last four weeks prior to the survey, 2016

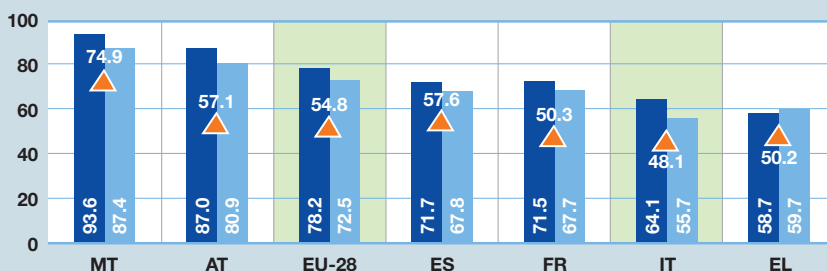


NB: Low reliability for 2016 HR value.

Source: Eurostat, EU labour force survey, date of extraction 8.12.2017.

Employment rates of young graduates

% of 20 to 34 years-old no longer in education and training, 2016



■ Upper vocational secondary and post-secondary non-tertiary education (levels 3 and 4)
 ■ Lower general secondary and post-secondary non-tertiary education (levels 3 and 4)
 ▲ Less than primary, primary and lower secondary education (levels 0-2)

Source: Eurostat, EU labour force survey, date of extraction 8.12.2017.



Further information

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| www.lavoro.gov.it | Italian Ministry of Labour and Social Policies |
| www.garanziegiovani.gov.it | The youth guarantee |
| www.istruzione.it | Italian Ministry of Education, University and Research |
| www.inapp.org | National Institute for the Analysis of Public Policies |
| www.inapp.org/it/refernet | ReferNet Italy |
| www.istat.it | Italian National Institute of Statistics |
| www.indire.it | National Institute for Documentation, Innovation and Educational Research |
| www.inps.it | National Agency for Social Security |
| www.statoregioni.it | Italian State-regions conference |
| www.tecnostruttura.it | Regional structure for management of the European Social Fund |
| www.anpal.gov.it | National Agency for Active Labour Market Policies |
| www.censis.it | Centre for studies on social investment |

The Spotlight is based on input from INAPP (ReferNet Italy in 2016-17).



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